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ABSTRACT

This guide is part of a package developed for people with disabilities and professionals wishing to conduct advocacy courses by Skills for People, a British advocacy group. The guide contains 13 sections: (1) why this guide was written; (2) how to use this guide; (3) how to have good meetings; (4) checklist for genuine involvement; (5) checklist of things to decide and do when planning a course; (6) getting started--the planning team; (7) planning the course in detail; (8) program matters; (9) administrative matters; (10) calendar of when things need to be done; (11) running the course; (12) looking back and looking ahead--evaluation; and (13) follow on--how to build on this experience. Twelve appendices are included: (1) "Eighteen Steps to a Better Meeting," (Doyle, Straus); (2) venues; (3) working together in small groups; (4) possible topics for the course; (5) presentations; (6) learning by doing; (7) tips to help the individual speak for him- or herself; (8) sample of brief course outline; (9) sample of detailed course outline; (10) blank detailed outline form; (11) sample of publicity leaflet/registration form; and (12) some "bad" things that might happen if the course is good. (NLA)

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HOW TO PLAN AND RUN COURSES THAT REALLY HELP

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Skills for People

is based on the belief that
all people have a right to decide
for themselves
how they live their lives

speaking up for yourself

(self-advocacy)

How to plan and run courses that really help

Published by:

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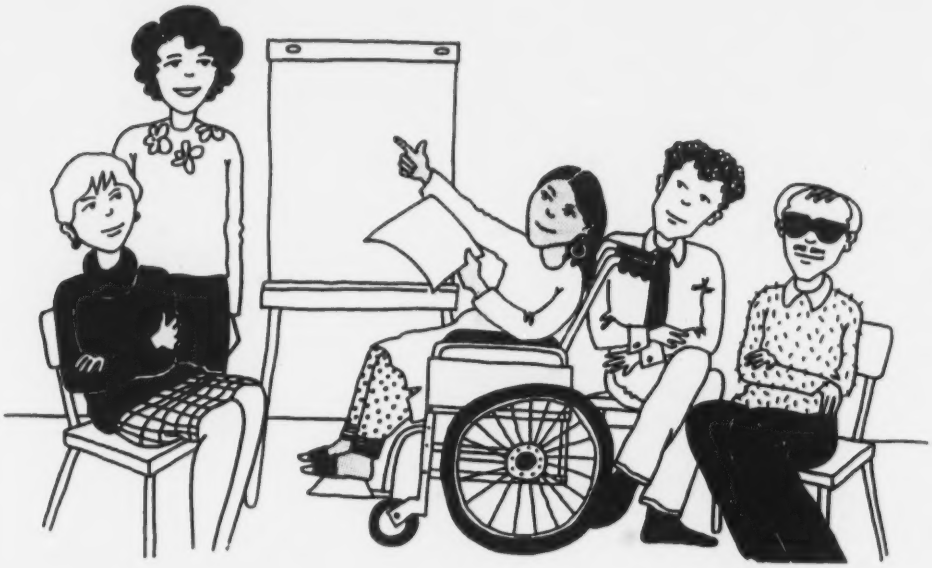
Glossary of Terms



Words and their meanings

Administrative	-	organisation of paperwork, meetings, travel, expenses
Agenda	-	list, programme, schedule
Appropriate	-	belonging, correct
Assertive	-	confident, decisive, firm, positive
Assigned	-	appointed, chosen, selected
Behaviour modification	-	a form of treatment which aims to change what people do (how they behave)
Braille	-	system of writing for the blind
Creche	-	nursery, place where children are looked after
Deadlines	-	time limits, when something has to be done by
Enablers	-	carers, helpers
Evaluation	-	giving an opinion about the success of a course
Expectations	-	hopes, looking forward

Feedback	-	report back
Financial resources	-	money
Flexibility	-	having the ability to change
Genuinely	-	honestly, really, truly
Goal	-	aim, objective, purpose, target
Jargon	-	special language (used by professionals)
Negative	-	minus, uncertain
Neutral	-	not taking sides, undecided
Participants	-	members, people taking part in
Philosophy	-	attitude to life, basic ideas, beliefs
Positive	-	certain, clear cut, definite
Presentations	-	displays, performances
Publicity	-	advertising
Registration	-	enrolment, sign your name on a form to say you want to be on the course
Skit	-	short play, sketch
Structured	-	designed, organised
Theories	-	ideas, plans, schemes
Topics	-	subject matter, themes, things to talk about
Venue	-	the place where a course or meeting is held

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SECTION 1

Why this guide was written

Why this guide was written

SKILLS FOR PEOPLE believes that people with disabilities have a right to live an ordinary life with the appropriate support needed to do so. We have tried to blend this way of thinking - philosophy - into our everyday work .....to practice what we preach.

Since 1983, SKILLS FOR PEOPLE has successfully been helping people with disabilities in the North East to plan and lead their own short courses on "How to speak up for Yourself" - self advocacy - as well as a number of other courses which help people to have more control over their everyday lives. We have used current theories about working in small groups and how adults learn by doing in planning courses.

Many requests have been received from groups who want to do the same thing, but the project's limited financial resources make it difficult to respond personally to every enquiry. Hopefully, the guide will meet this need.

Sometimes, people who mean well, use the ideas behind how to live an ordinary life - the principle of normalisation - to do things to or for people with disabilities. This guide tries to show how to make decisions with people who have disabilities.

Who is it for:

People with disabilities and the professionals who provide services for them anywhere in the UK, who may wish to plan and lead their own courses.

How this guide is different:

It gives suggestions for working together in the unique style which has been developed by SKILLS FOR PEOPLE; genuinely involving people with disabilities in making decisions about all details of the courses. Becoming more self-confident and taking more control over our own lives are things we learn by actually doing them; not by having someone tell us about them.

This guide will include:

- information in written form
- on audio cassette
- video - subtitled, signed and transcripted
- braille version available on request

It is also different because it has been a Transatlantic venture produced by volunteers from the North East and the original project co-ordinator who has returned to the USA.

The choice of words:

We have used the general term people with disabilities throughout this guide. This includes people who have learning difficulties, people with sensory problems - deafness and blindness, and people with physical disabilities.

We have tried to avoid words that only professionals use or that might be hard to understand. We made the mistake of using the word "brainstorming" at one of our courses and one person did not realise it just means thinking up lots of ideas - he thought we were going to do something to his brain.

We have used the word "course" throughout the guide, since some of the people in our area always think of training centres or day centres when we use the word "workshop"

TIME CHOICE LEARNING BY DOING

You will see these words a number of times throughout the guide because they are important in making sure that everyone is genuinely involved in planning the course:

Please note that the courses are used to help people to speak up for themselves as individuals; they are not designed to develop self - advocacy groups.

For more information contact:

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A brief note of thanks:

We are grateful to the many people who have shared in developing and gathering the material for this guide, to the many people who have shared their thoughts and feelings about their lives in the courses, to the members of Jesmond United Reformed Church for their continuing encouragement and support of SKILLS FOR PEOPLE, and to the people who have funded the project since its beginning and have provided the funding for the cost of producing this guide.

Thanks to the groups in Manchester and Cumbria who tested and evaluated our guide, to Angie, Anita, Jean and Kathy for their support in the early stages and John for his continuing support behind the scenes.

A special word of thanks to Beryl Nicolls for her fine job as editor. It has been good to work with her again.

Tom, Miki, Kim and Lisa also deserve special credit for their understanding and support of all that SKILLS FOR PEOPLE stands for (and their patience with me as well).

AND NOW IT IS TIME TO BEGIN!!!

Sherry Cook
Independence, Kansas

SECTION 2

How to use this guide

How to use this guide

These suggestions do not have to be done in any particular order but you will find it easier to use the guide if you look at the sections below. Some of the information is repeated in different parts of the guide. Examples in the back may be helpful.

- Read through the guide or listen to the cassette tape, alone or with friends who might be interested. If someone you know needs the information in Braille, contact SKILLS FOR PEOPLE.

- If you have a video machine, watch the video which shows how people are involved in planning at SKILLS FOR PEOPLE.

- Read through Section 3 - HOW TO HAVE GOOD MEETINGS, and Section 4 - CHECKLIST FOR GENUINE INVOLVEMENT. They are probably the most important in the whole guide.

- Think about how you can put some of those ideas into action where you are.

- Look at Section 5 - CHECKLIST OF THINGS TO DECIDE AND DO WHEN PLANNING A COURSE. Think how you individually can help to do some of the jobs on that list.

- Look at the chart in Section 11 - RUNNING THE COURSE, which shows how much time it takes to plan a course and when things have to be decided or done.

- Think about how this course might help you or your friends.

- Look at Appendix L which mentions some of the "bad things that might happen". They are not so bad - just be prepared for them.

- If some of the ideas in the guide seem a little strange or will not work with your group, just ignore them.

- Talk to other people about starting a planning group; then look at Section 3 - HOW TO HAVE GOOD MEETINGS AND BEGIN.

DO NOT PANIC

It is always a bit frightening to do something new or different, so be kind to yourselves. Allow enough time to plan so you do not feel rushed. Some of the examples shown in the back of the book - The Appendices - may help when your team in planning the course.

SECTION 3

How to have good meetings

How to have good meetings

Think about your style
- how people are involved in planning

Meetings to plan the course and the way you go about it are even more important than the course itself. The whole idea is for people to learn how to share ideas and to speak up for themselves by actually doing that. If you include everyones ideas and make it clear to each person that their feelings are important, your course will most likely be a good one.

Some of us do not often go to meetings but when we do they are usually the very formal, proper kind. We sit around tables or in rows and someone - usually a person with a title or a person who has a lot of education - runs the meeting. Often only 3 or 4 people actually say anything in the meeting and those who do, say a LOT! Almost everyone is afraid of being embarrassed by not knowing exactly what to do or whether to tell others how they really feel or what they really want.

The way you hold your meetings - the STYLE you use - should help people feel comfortable and able to share ideas. If people look forward to coming to meetings, they will enjoy being part of it and will feel as if they have achieved something when it has finished. **THIS IS ONE OF THE REASONS FOR PUTTING ON THE COURSE.**

The style which SKILLS FOR PEOPLE uses is different from most in that it **encourages people who have disabilities to chair the meetings, with support if needed.** Many times we have two people to act as chairperson, in order to give lots of people the opportunity to do this important task. This is a very positive way in which people who have disabilities and the professionals who provide services can work together as team members.

There are two parts to every meeting:

One part how you hold the meeting - process
and the other what the meeting is all about - content

In the book "HOW TO MAKE MEETINGS WORK", written by Michael Doyle and David Straus, they compared this to chewing gum. The gum itself is the "what" (content) and the chewing is the "how" (process).

How you do something:-

The Process

How people are able to share ideas is an important part of how they learn to speak up for themselves. If thought is given to how meetings are held, people who usually find it hard to share their thoughts and feelings might feel more at ease about it.

Think about a meeting you have been to and why you did or did not like being there:

- Did you start and end on time
- Was there someone in charge of the meeting
- Did you know what the meeting was about before you went
- Did you feel that other people were glad to see you
- Did they listen to what you had to say
- Did you understand what was going on
- Was it a nice place to have a meeting
- Were the chairs comfortable
- Were you able to see and hear the other people there

If your answer to some of these questions was "NO", you probably did not enjoy the meeting very much.

How to have a good meeting

Have it in a place which is comfortable and pleasant, where people can hear each other easily and where community groups hold meetings.

Plan the meeting:

- Why is it being held
- Who will attend and how many
- When
- Where
- How long will it last, what time will it begin and end
- Who will chair the meeting
- Who will write down what people say
- How can people get to know each other
- How to be sure that everyone understands what is being discussed
- How to encourage each person to have their say
- How to keep some people from talking too much or interrupting
- How to be sure people really agree on something
- How to end it
- Who will serve refreshments and when

Before the meeting:

Actually go to the venue before booking it. Arrange to have it unlocked at least 30 minutes before the meeting is due to start so you can arrive early to get things ready. If chairs are in a semi-circle people can see and hear each other easily. Locate and set up equipment and supplies you might need (like a flip-chart, pens or a video machine). If possible send an agenda to people who will attend. Buy refreshments if necessary.

See Appendix A - "Eighteen Steps to a Better Meeting" by Michael Doyle and David Straus.

What a chairperson usually does at a meeting:

The main job of a chairperson is to begin and end meetings on time and to keep the group focused on one topic at a time. Most groups try to discuss 12 different topics at once and get nowhere.

It is up to the chairperson to decide how long something will be discussed before the group moves on to another subject. The trick is to be sure everyone has their say, but not to let the discussion go on for so long that people are bored by it. The chairperson is a bit like a traffic warden who keeps the cars flowing through rush hour at a smooth and steady pace, helping to encourage some people to talk more and some to stop talking so much. Unlike a traffic warden, the chairperson helps to put people at their ease.

The chairperson does not have to do everything!

They should ask other people to help to do things like book the venue, arrange the chairs, make the tea or coffee, take notes. People are often frightened of being the chairperson; one way to get over this is to have 2 people to co-chair the meeting so they can help each other. Another name for a chairperson is facilitator.

Writing down what people say at the meeting - the recorder

Why do we keep track of what people say?

On the feelings level:
Having our words / feelings written down feels good; it means that we are taken seriously. Our self-esteem goes up if we see that what we have said is worth writing down. Many people have not been listened to for a long time.

On the practical level:
Gives each person a chance to speak and gives a way to keep some people from talking too much. Helps everyone to focus on the same thing. Keeps track of who promised to do things before the next meeting.

People do not have to take lots of notes.

Have a flipchart, pens, blue tac at every meeting and on each day of the course. This will be needed for someone to write things down - or draw them - so everyone can see and remember the different ideas that were presented and discussed. This is sometimes called "feedback".

If you are the person who is writing things down - recorder

When you write on the flip chart or type up the feedback, use people's own words -- do not change them into your words or use jargon words.

Example

Do not turn this: "I want to be treated like everyone else"

Into this: "I dislike being marginalised by negative societal attitudes"

In Section 4 - CHECKLIST FOR GENUINE INVOLVEMENT you will find ideas about how to do things - process - that are not included here.

This is one of the most important sections in this guide.

SECTION 4

Checklist for genuine involvement

Checklist for genuine involvement

KEY WORDS

TIME

CHOICE

LEARNING BY DOING

1. Involve people with physical disabilities or learning difficulties or sensory problems from the outset, at the very first meeting to discuss putting on a course. Do not wait to "bring them in" later.

2. Arrange all meetings at genuinely accessible places. Are the toilets really accessible to people in wheelchairs? Are there ramps or lifts throughout the building. Having the building checked by an expert, - a person in a wheelchair - will save some nasty surprises.

3. Hold meetings in places convenient to public transport since many people with disabilities do not have their own; or pay for taxis if that is the only way that people will be able to attend.

4. Holding the meeting at a "neutral" place like a community centre or leisure centre will help everyone to feel more at ease about speaking their mind.

5. Start and end meetings at times convenient to people who receive services. Starting before 10 am or ending after 3.30 pm may make it difficult for some people to come.

6. Have trained enablers / carers / signers available - people who have learned how to transfer someone with a physical disability - chair to car / chair to toilet - can help people get dressed or eat their meals; or be travelling companions for people who are a little uneasy about independent travel. Sign language interpreters or note takers may be necessary.

7. Allow plenty of TIME for people to understand things and express themselves.

8. Do not rush people who find it difficult to communicate - their contribution is important. Be especially careful not to finish their sentences unless they say it is alright to do so.

9. Use simple everyday words - not "jargon" or initials. Make sure everyone understands the words and what is going on.

10. DO NOT MAKE DECISIONS WHICH PEOPLE ARE ABLE TO MAKE FOR THEMSELVES.

11. RESIST THE TEMPTATION TO DO THINGS YOURSELF BECAUSE "IT WOULD BE FASTER" The reason for putting on these courses is to help people to be more confident about speaking up for themselves. Speed is not important here, but learning by doing is.

12. Write down everyones statements using their own words.

13. Give a copy of the typed notes - feedback - from the meeting or course to each person who was there. Have the information available in whatever way people need it - written down or on cassette.

14. If you use videos, have what is said on the video written down - a transcript. Sub-titles and a sign interpreter may be necessary for people who do not hear well.

15. Do not leave people out of the informal chit-chat which goes on before and after meetings.

What do you do at meetings

Content

This is the easy part of planning a meeting. It includes the who, what, where, when and why questions.

- What the goals / aims / expectations are
- Who the course is for
- What it will be called
- Where and when it will be held
- What will be presented and discussed
- Who will make the presentations
- Who will help the small groups
- How and where it will be publicised
- Who will handle registrations
- What equipment and supplies will be needed
- Who will arrange catering, tea / coffee
- Who will arrange transport
- Who will recruit and support enablers
- Who will welcome people to the course
- Who will write down what people have to say

Section 5 shows the full list of things your group will need to decide and do when they are planning the course. These questions will provide the content of your planning meetings.

SECTION 5

Checklist of things to decide and do when planning a course

Checklist of things to decide and do when planning a course

1. What are the aims of the course
   What do we hope will happen after we put on the course

2. What shall we call it

3. How many people
   Who should we invite

4. Where shall we hold it

5. Shall we arrange a catered lunch or ask people to bring their own

6. How many days
   What times
   What dates

7. How much do we ask each person to pay

8. What do we want to talk about or learn on the course
   What topics will we cover

9. How will we get people to understand and discuss these topics - presentations and discussions.

10. Who will lead the small groups

11. Who will present the topics

12. Which topics shall we cover on each day of the course

13. How will we let people know about the course and get them to come - publicity

14. Where should the registration forms be sent
    Who will keep track of who wants to come on the course

15. What equipment will we need
    Who will be responsible for bringing it

16. Who will make arrangements for coffee and tea

17. Who will be sure we have enablers / carers / signers for people who need them

18. Who will arrange transport

19. Who will write down what people say on the course and get it typed or recorded to send back to them - minute taker

20. Who will welcome people on the first day and help them to feel comfortable

SECTION 6

Getting started: the planning team

Getting started: the planning team

KEY WORDS

TIME

CHOICE

LEARNING BY DOING

Before the planning team is chosen:

- Whose idea is it to put on the course
- Who decides who will be invited to be on the planning team

Before those questions are answered, think about where the idea to put on the course came from.

- Was is from people with disabilities who use services
- Was it from professionals who provide services

Decide whether it is being suggested because professionals think people need it - or whether people who use services actually want it.

If people genuinely want the course and have not been talked into or told they should have it, there are several things to think about before the planning begins.

1. The job of the planning team is to make decisions as a group, not just to discuss things. If it is hard for you to share power or have your terrific ideas ignored, this may be difficult for you.

2. Planning the course properly involves a large commitment of time. Your group will need to start planning at least 10 weeks before the date you plan to hold the course, and you will need at least 6 or 8 meetings in order to plan and arrange all the details in the co-operative style. The planning team will need to attend each day of the course and also meet between the days of the course to discuss what happened and plan accordingly. The final meeting is to discuss what happened and how you might change things if you hold another one - an evaluation.

Take the amount of time needed for the planning process -- no short cuts. If you cannot make a commitment for the amount of time it will take, it would be best to let others do the job of planning.

TAKE THE TIME TO DO IT RIGHT: As someone once said, "If you do not have the time to do the job properly now when would you ever find the time to put it right?"

3. The planning team will need to work to time limits, but the time limits should not take priority over the genuine involvement of people with disabilities and their right to make genuine choices. Sometimes, professionals get so worried about meeting time limits they make decisions or do particular tasks on their own "because it is faster"

Most of us learn best by actually doing something, we all need to share the job of making decisions and doing the tasks for the course. Imagine learning to ride a bike by only being told what to do.

Some people on the planning team may not have had much experience in making decisions and may need time to sort out for themselves what they feel is best before they can make a genuine choice. If you become upset when things are not happening quickly, this may be difficult for you.

After considering all these things, it is time to begin.

1. Issues invitations to be on the Planning Team
2. Set a date for the first meeting at a genuinely accessible venue - see Section 4.

Recruiting the planning team

Members of the planning team make all decisions and have control from the very outset.

- Where it will be held
- When
- How long it will last
- What people will talk about and learn
- Who will be invited
- How Many

....and a lot more!!

The team should have no more than 8 people - otherwise it is difficult for everyone to have their say.

Who do you know who would like to be involved in this? Think of people who have particular interests and experiences; do not ask people because of their label or their title. Try to have an equal balance of people who use services and people who provide them.

Think about the kind of support which will be offered to people who might need it in order to take part. They will need to know that the necessary support is available before they can accept the invitation to be part of the planning team.

Letters might be sent to invite people to discuss the possibility of putting on a course about speaking up for yourself - self advocacy - and why it might be helpful.

Include details about when and where the meeting will be held and whether it is accessible to people in wheelchairs and offer help with transport and expenses if necessary. You may want people to let you know before the meeting whether they will be able to attend

Include information on the time commitment needed from members of the planning group. You may want to send the checklist of decisions which have to be made and the jobs which have to be done for the course which is shown in this guide in Section 5. This will help people to decide whether they choose to be involved. Make it clear in your letter that coming to this meeting does not commit anyone to actually being on the planning team. You can offer the option to stay or go after the first meeting, but after that you need to know who plans to be permanent members of the team

Let people genuinely choose whether they want to be a part of the team. Sometimes people are told they have to come. Most Skills for People volunteers have found being in a planning team HARD WORK - the fun comes in running the course.

Choosing a genuinely accessible venue:

Arrange the meeting somewhere light, airy and in pleasant surroundings - in order to make people feel relaxed and comfortable. The venue needs to be convenient and warm, quiet with no interruptions. Team members will need to feel that they can speak freely about things that matter to them.

The venue needs to have wheelchair access, but it does not always have to be in a formal setting. Some of the best planning team meetings were held in somebody's front room.

Make transport, travel and support arrangements available, but not for people who are able to do this for themselves. A possible way for people to grow and develop is to begin taking transport with less and less support or completely on their own as time goes on.

Share car travel whenever possible - this is supportive and means people arrive together rather than alone. Worries, fears, hopes about what is happening can be shared at this time. It also helps to keep down the cost of travel.

Before the actual meeting

Review Section 3 - HOW TO HAVE GOOD MEETINGS and Section 7 - PLANNING THE COURSE IN DETAIL - gives an example for the first planning meeting. Use it if you wish. If things do not go exactly as you had hoped, the world will not end.

The whole reason for doing this is to learn new skills. GOOD LUCK

SECTION 7

Planning the course in detail

Planning the course in detail

How to plan in stages

It is hard to show the planning process in neat and tidy steps because it does not happen that way in real life. Perhaps it is easier to think of it in six general stages, with several things happening at once.

First	-	Idea
Second	-	Decision
Third	-	Action
Fourth	-	Course
Fifth	-	Evaluation
Sixth	-	Follow - on

FIRST - IDEA

The very beginning
New as a team
Getting over the panic
Starting to plan
Developing your style - how your group will work together to accomplish the goals it has set.

KEY

Lots of time to think and share ideas; genuinely including the ideas and feelings of each member of the team. Needs up to three meetings.

END RESULT

Having a clear goal which has been agreed by all members of the team.

SECOND - DECISIONS

Beginning to take shape
Deciding on content - what topics you will cover
Keep it simple - do not try to cover everything
Decide on practical aspects of course - for example number of participants, venue, publicity, enablers, transport

KEY

Move to the actual planning rather than going over things you have already discussed.
Give yourselves time to plan well.

END RESULT

Having clearly worded written statements on decisions reached regarding topics to cover, participants venue, enablers, transport

THIRD - ACTIONS

Taking responsibiity for the tasks which need to be done
Arranging publicity and transport
Finding equipment and enablers
Who will do what
When
What time limits have to be met

KEY

Share tasks among team members
Set time aside in each planning meeting for people to report back on how they are getting on with their tasks

END RESULT

Having tasks assigned for each team member
Having each person feel good about what he/she is expected to do - and doing it!

FOURTH - COURSE

Take a deep breath and run the course!!

KEYS

Flexibility, courses rarely go the way you planned
Be prepared for ways to adapt
Fun - people learn better and remember things more easily when they have fun

END RESULT

Putting on the course
Enjoying it and having everyone learn from the experience

FIFTH - EVALUATION

How did the course go
What worked well
What went wrong
What would you do differently next time

END RESULT

Having clearly worded, written statements about how your group would add to or change the course if it were presented again; recognising how the course has helped people

SIXTH - FOLLOW ON

How can this course be used as something upon which to build.

Your team will need to hold a series of meetings to plan all the details for the course. The following example of the first planning meeting is only a guide; it may help you to see the order in which decisions need to be made and the time needed to discuss each item. Do not do it this way if it does not suit your group.

The first meeting sets the tone for all future meetings. It is important that each person begins to feel at ease with saying what he / she thinks and feels to the other members of the planning team.

The first stage of planning - the IDEA stage.

The first planning meeting:

Time suggested for the total meeting two and a half hours.

The first stage of the planning process will also include the second and possibly even the third meetings.

Main purpose of this meeting:

a. getting to know you and feel comfortable with each other
b. deciding how you will work together as a group
c. discussing why you want to put on a course and what you hope will happen or change after holding the course
d. thinking about possible places to hold the course
e. setting dates and times for future meetings

How the meeting might be structured:

5 Minutes

Call meeting to order, welcome people, explain why they have been invited, get the name, address and telephone number of each person there

15 Minutes

Ask each person to introduce themselves and tell why they came to the meeting

35 Minutes

Briefly tell about the courses on speaking up for yourself - self advocacy. Ask people to say whether putting on such a course is a good idea and if so, why.

Questions to ask:

"What would you like to be different than it is now?"
"What would you rather decide for yourself?"
"What makes you feel cross?"

Write down their statements in their own words so that everyone can see them, be sure each person has a chance to speak. One way to do this is ask each person to answer the same question; it also helps to keep some members of the group from talking too much. Do not force anyone to speak if they are too shy or choose not to.

5 minutes

Go over the checklist of things to decide and do when planning a course. Let people know the time needed to plan such a course - at least seven or eight meetings, each of which will probably take two hours; plus attending all the days of the course itself; a planning meeting after each day of the course, and talking afterwards about how it went - evaluation.

10 minutes

Find out who will be on the planning team. Give each person the chance to say "I do not want to be on the planning team" or "I am not able to give this much time"; but make it clear that the team needs to be fairly stable and not have new members at each meeting.

15 minutes

Break for coffee.

15 minutes

Decide when to hold the planning meetings; it helps to set dates for all planning meetings now. **GIVE YOURSELVES AT LEAST TEN WEEKS TO PLAN THE COURSE PROPERLY.** Include planning meetings after each day of the course and set a date to discuss how the course went - evaluate - within two weeks of the course ending. **Do not skip the evaluation meeting!!!**

15 minutes

Talk about where you might hold the course. Ask people to suggest places; write them down. (See Appendix B for suggestions to ask about venues). See whether any of the experts - people in wheelchairs - are willing to go there before the next team meeting to see if the venues really are accessible. Make the necessary arrangements.

15 minutes

Talk about catering arrangements - do you want to have catered lunches or ask people to bring their own? Who will check out prices and menus offered by caterers?

15 minutes

Talk about what you will discuss at the next meeting - agenda. Decide which ones you can actually do in two hours. Decide who will chair the meeting - maybe two people could co-chair in order to encourage people to learn new skills. Decide who will get the notes - feedback - from this meeting typed and sent to everyone here. Be sure you have the name, address and telephone number of each person present; include that list with the notes so people will know how to contact each other.

5 minutes

Thank people for coming to the meeting.

The main topic your team will discuss at the second meeting is likely to be the GOAL of the course - what you hope will be achieved by putting it on. **The goal needs to be set before anything else is done - it affects every other decision the planning team will make about the course.**

About setting the goal for the course:

Many teams make the mistake of rushing through the process of setting a clear goal for the course or assuming that they are all in agreement with what the goal is. This leads to confusion, frustration and misunderstanding - as well as lots of wasted time.

You may need an entire meeting to think out loud what you want to accomplish by putting on the course - brainstorming. Each person can offer as many suggestions or ideas as they like and all statements should be written down. The team will see that many ideas are similar, though they may be worded differently.

The team decides either at this meeting or the next, what the goal will be. It helps to have **no more than two sentences** to tell what the purpose of the course is - your team will be more clear on what to plan for and the people you invite to the course will know what to expect. It is worth spending a lot of time on this to be sure that you all genuinely agree.

The end result of the first stage of planning is having a clear goal which has been agreed by all members of the team.

THE SECOND PLANNING STAGE: DECISIONS

THE THIRD PLANNING STAGE : ACTIONS

As your team moves into the second and third planning stages, you will continue to think through things like what topics to cover, the maximum number of people who can come on the course, where it will be held - but you will move beyond just discussing them and will begin making **decisions** and taking **action**. The number of meetings this will take depends on your group.

If your group gets stuck go back to your goal and remind yourselves **why** you are doing the course. Then ask whether what you are planning and the way you are planning it will achieve the goal - "Does your action match your goal?" If it does not, change your action.

About your planning meeting:

Plan each meeting your team has - do not assume that it will take care of itself. Do something at the beginning of each meeting to get people back in touch with each other after they have been apart - icebreaker. Think about what you do with your family or friends when you get home at the end of the day - you tell each other what has happened to you since the last time you were together. An ice-breaker is the same thing.

After an ice-breaker review what you discussed at the last meeting. Some teams do this by reading aloud the Minutes of the last meeting, or by playing a cassette recording of the Minutes. This helps everyone to refresh their memory and is helpful to team members who find it difficult to read or understand printed notes.

If you have a time schedule similar to the one used as an example for the first meeting of the team, the time will not get away from you so easily. Give yourselves enough time to discuss the items on the agenda - do not have so many things to talk about that some people will be left out or not understand fully what is going on.

Do not let meetings drag on past the time you agreed to stop - know when to finish. If there is a lot happening or your group is not quite finished with something, ask whether people can stay on an extra 15 minutes - do not just carry on and on. This gives people who really must go at the scheduled time an opportunity to leave without feeling embarrassed or guilty.

If it really is time to stop , you can always say "Let us close this session now; we can add new ideas at the next meeting" Or arrange an extra meeting, perhaps including only those members of the group who are most keen to continue the discussion.

If the meeting ends on time, it helps the team to stay on target and makes it more likely that team members will attend all the meetings.

There are many things to decide!

PROGRAMME - is about the topics you cover on the course, how they will be presented and by whom, when and how you break into small groups, and the materials and equipment you will need for presentations. This is the meat of the course.

ADMINISTRATION - deals with things like the venue, food, enablers, transport, publicity and registration.

Even though some of the ADMINISTRATIVE matters - like booking a venue - need to be sorted out several weeks before the course begins, the PROGRAMME matters are listed first. If your programme is not well thought out, it will not matter how good your team is at administration.

Please do not go through these lists as though they were numbered guides for the order in which you should make the decisions - you will actually be working on several of them at the same time.

SECTION 8

Programme matters

Programme matters

TAKE ONE WHOLE PLANNING MEETING TO DECIDE WHAT WILL BE DISCUSSED ON THE COURSE

Before you discuss what to include in your course you may want to read section 3 - HOW TO HAVE GOOD MEETINGS and Section 4 - CHECKLIST FOR GENUINE INVOLVEMENT again to remind yourselves to separate what you do from how you do it, content from process.

MOST TEAMS TRY TO COVER TOO MUCH MATERIAL

The average time available for teaching on a 3 day course comes to just under 10 hours; this limits the number of topics you can cover well. The planning team need to choose whether to cover a few things in depth or a lot of things just touching the surface.

KEEP IT SIMPLE

It is easier and it gives people more TIME to understand things and to practise new ways of speaking up for themselves. If teams plan too much, they will not have enough time to cover it all and feel they have failed - or worse still , rush through what they have planned, even though some people may not have understood it.

The most successful courses are the ones where participants do a lot more talking than the presenters.

Ground rules:

Your planning team may want to set some ground rules for the course or people who come may want to set their own. This encourages people to think about what they are doing and to take responsibility for their own actions. Some possibilities are:

1. No one should be forced to attend the course - they should decide for themselves if they want to come.
2. No one can just come and watch - no observers. Anyone can come to participate.
3. Only one person is to speak at a time.
4. Speak for yourself.
5. Say what is important to you; no one has to talk if he / she does not want to.
6. Listen to each other; respect what others say.
7. No one should interrupt or say bad things to another person.

How to decide what to cover on the course:

Make a list - as long as you like - of all the things you would like to talk about, but do not talk now about who will make the presentations or how they should be made or what teaching materials to use. It gets too confusing that way. (Appendix D shows some of the topics other groups have covered).

From that list decide which topics are the most important, choose only a few, perhaps 5 or 6. Be sure to read Appendix L about some of the bad things that might happen if the course is good - you may want to include some way for the participants to be prepared if others become upset when they begin to speak up for themselves.

Which of these topics should be discussed on the first day? The second? The third?

Topics need to be presented in some kind of order that makes sense - for instance talking about the things you dislike in the way you live now needs to come before ways in which you might like to change things in the future.

Appendix H shows the order in which one group covered the topics they chose for their course - the agenda.

Decide how to cover each topic:

Does someone need to make a presentation - talk about it so people will understand? One example of this is "knowing about your rights". Or is the topic something people can discuss in small groups like "what really makes me cross is ...."

Topics which need a short presentation, who would be a good presenter? Look to members of your planning team first; it is fun to do things like this together and it helps team members to feel more confident about themselves.

Appendix E has suggestions about different ways to present things; Appendix F shows way to practise how to speak up for yourself; Appendix G has some tips for this, plus a chart to help people to think through how to ask for what they want.

A team member will need to contact people you would like to have as presenters and tell them:

a. Specifically what you want them to cover
b. How much time their presentation should take
c. The date and time of their presentation
d. How it fits in with the rest of the course

The agenda for each day:

How much time will be needed for each thing you have planned? See Appendices H and I. Remember to allow time for people to move from one room to another for their different discussions and presentations. You will need at least 10-15 minutes each time participants move.

When will you break for tea / coffee / meals ? How much time should be allowed for them? TIP: Allow extra time for meals and toilet if the cafeteria or the toilets are quite small or quite a distance from where the sessions are held. Also allow extra time if several people need assistance with eating; their enablers need to eat and use the toilet as well!

The number of participants affects the amount of time needed for everything. This is another reason for keeping the maximum numbers down to around 15 people.

Materials to use on the course:

Are there videos which help to show what you are talking about? For example , the Skills for People video shows a course on speaking up for yourself. If a video is used and some of the participants have a hearing impairment, make sure the video is subtitled, signed and a transcript is available.

Try to use a number of different kinds of materials to keep the course interesting; be sure that they are appropriate for adults.

Working together in small groups on the course:

Breaking into small working / discussion groups of 3 to 4 people is probably the best way to help participants to understand the topics being presented. Working in small groups also helps them to really practise how to speak up for themselves.

We suggest each participant choose which small group he /she would like to be in, rather than them being told which group to join. This encourages people to exercise the right they have to choose for themselves. (See Appendix C for further information about working together in small groups).

SECTION 9

Administrative matters

Administrative matters

Do not wait until all the programme details are sorted out before you begin to work on administrative matters, or you will run short of time needed to make things run smoothly. Section 10 gives you an idea of when things need to be done. It may keep you from getting tripped up on the timing of details.

Venue

Ask the people who checked out possible venues to report on what they found. Decide which venue your team feels is best. Who will book the venue? (Please note: this cannot be done until the team decides the dates and times the course will be held).

Who to invite to the course:

Discuss who you want to invite to the course and discuss how you can contact them. Some of the people who may want to come are people who attend adult training centres, day centres, parents groups, PHAB clubs, MENCAP groups, Spastic Society groups, Council for the Disabled meetings, professionals in the field of disability and councillors.

Who will be responsible for getting the addresses you need? Get them now so that they will be ready when you do the publicity.

Enablers

Who will recruit enablers / carers / signers if needed. You may need more than one person to do this. Be clear about what you expect from them and pay their travel and meal expenses.

The maximum number of people on the course

Decide the total number of participants, be sure to count the people on the planning team as participants. The ideal size for the course itself is 15 people (you may need to allow for another 2-3 enablers / carers / signers. Twenty people is too many!!! The more people there are, the more difficult it is for people to speak up for themselves,

The total number of days for the course

If this is your first time, stick to only three or four days. Remember that the planning team needs to meet after each day of the course to take into account what happened that day before planning the final details of the next day.

Possibilities for schedule:

A particular day of the week for 3 or 4 weeks in a row (for example: every Tuesday for a month)
Two days a week for two weeks, (for example: Tuesdays and Thursdays for two weeks)
Half days for several weeks in a row.

When to begin and end each day of the course:

Consider these things in your planning:
Do people use off-peak bus passes?
Do people need assistance getting up and around in the morning?
Will it be difficult for people to arrange transport in order to attend the course?
Will people have support from managers of adult training centres or hostels?

Starting before 10 am or ending after 3.30 pm may make it difficult for some people to attend.

Target dates for the course:

How many more planning meetings do you need before the course begins? Take into account holiday periods or when bad weather will make it difficult for people to attend.

Check to see that the venue is available for those dates; decide who will book the venue. They may want to take along Appendix B to use as a checklist.

If you are providing lunches, arrangements must be made firm with the caterer as soon as target dates are set.

What will the course be called:

The title should make it clear what the course is about so people will know whether they want to come. Make up your own title to fit your plans and your situation. Titles that have been used by other groups include:

"My life, my choices"
"Speaking out and listening in"
"Let people know what you want"

How much you will ask people to pay for the course:

Costs for the course include:
hire of venue
possible fees for sign-language interpreters
transport
advertising
flipchart paper, pens, blu tac
typing
stationery, envelopes, postage, photocopying for feedback
cassettes and facilities to record feedback and duplicate copies
facilities to record feedback in Braille
refreshments - coffee, tea, sugar and milk
lunches - (please note: if participants provide or pay for their own, this cost can be taken out of the budget)

Do you need to cover the cost of the course yourselves or not. Some groups have asked their adult training centres, hostels, local authorities, local businesses, or local community groups to help with costs. Do you need the money before the course begins or can bills be paid later.

We suggest that every participant pay a fee, even if only a small one. People are more likely to get stuck in if they have paid some money for it. There is dignity in paying a registration fee for learning something new.

The cost for each participant needs to be based on what they can afford and are prepared to pay, including a reduced rate for people who are unwaged. SKILLS FOR PEOPLE charges around £5 pounds as the total registration fee for an unwaged person who attends a 3 day course; the fee for a person who is waged is double.

Publicity

How will you let people know about the course and get them interested in attending it?

a. Publicity leaflets / registration forms

Who will draft a publicity leaflet / registration form? Information about the course on the same page as the registration form will save time and money. Appendix K shows a sample. The draft can be approved by the rest of the team at your next meeting.

How many leaflets. Where can they be typed, photocopied or printed. How long before they are ready.

When will they be sent out. Between three to six weeks before the course begins.

Who will send them. By this time 2-3 members of the team will have found addresses for the people you plan to invite.

b. Talking to people

Some people may be more likely to attend if they can speak directly to members of the planning team before they sign up for the course.

Request permission from adult training centres or day centre managers to go into the centre - maybe during coffee / tea / lunch break so you will not interrupt people at work. Offer to tell interested people about the course and answer any questions they might have. Take enough registration forms so that you can give one to anyone who asks. Help them to fill in forms if necessary.

Who will contact the managers to set possible times and dates to talk to people who work at the centres.

c. Press releases to local newspapers

Use local media, T.V., radio, newspapers and free papers. They are listed in the yellow pages of the telephone directory. Send a brief note about the course with all the important information details and who can be contacted for more information.

Who will write the press release and send it. When?

d. Being interviewed on the radio

Who will contact newspapers and radio talk shows. This is another job that is easier to do with two or three people.

Registration:

Who will take care of the registrations. This person should be named on the publicity leaflet / registration form, along with an address and telephone number where he / she can be reached.

It should be someone who is available to answer questions and who is willing to send out confirmation letters, an agenda and a map or travel instructions to each person who registers

Creche:

Who will arrange a creche and recruit creche workers if you need them.

Equipment:

Who will be responsible for getting whatever equipment is needed, checking to see that it works and getting it to the venue for the course well before it is needed. Remember things like extension cords and maybe electric kettles.

WHAT IF OUR PLANS JUST DO NOT COME TOGETHER PROPERLY

There is no such thing as a perfect course, so expect a few loose ends or upsets. But if your team just never quite seems to agree on the real goal of the course, or if only two or three people end up being the planning team - it may be best to call it off until a later time.

SECTION 10

Calendar of when things need to be done

Calendar of when things need to be done

* To be done in between planning meetings

10 weeks before

Recruit planning Team

Hold first planning meeting

Decide what you hope to accomplish

Consider possible venues and caterers

Discuss who to invite to course

Consider possible dates for course

*Send out invitations to be on Planning Team
*Check out possible venues and caterers
*Gather addresses for people to invite to the course

7 weeks before

Have a clearly stated, agreed goal

Decide which topics to cover

Discuss how to present things and who might be the presenters

Discuss what materials to use

Think about small group leaders and enablers

Decide on venue

Decide on dates and times

Decide on maximum number of participants

*Contact people who will make presentations
*Gather teaching materials (videos, visual aids)
*Contact small group leaders and enablers

5 Weeks before

Decide on agenda for each day of the course

Discuss publicity

Prepare draft of leaflet

Decide who will take registrations

Decide who will send publicity

Consider possible transport needs

Decide who will get the equipment needed

Consider possible need for a creche

*Print publicity, send to target audience
*Tell people in person about the course
*Talk on local radio / TV shows

3 weeks before

Publicity sent

Talk to day centres, local radio, TV, newspapers, free press

Review all details re: presentations and groups

Double check with venue and caterer

*Make last minute arrangements for transport and enablers
*Have extra people available

7 to 10 days before

Review all practical details, including someone to unlock the door!

Deal with final details for the registrations confirmations

Be sure you have enough enablers

SECTION 11

Running the course

Running the course

This is the fourth stage - it is probably easier to run the course than it was to plan it. Now is the time to take a deep breath and begin!

Keys to a successful course·

Genuinely involving everyone and helping them to have their say.

Being flexible in your plans and presentations in order to go along with whatever matters to people on the course.

HAVING FUN - People learn more easily and remember things better when they have a good time.

Your group may make a mess of something somewhere along the way - nobody is perfect. You will need to have some back up plans in case participants do not understand what is being presented or have other issues they would prefer to discuss, rather than the ones your team has set on the agenda.

Since the main reasons people offer courses like this is to help others speak up for themselves or take more control over their own lives, feel free to adapt to what people on the course want.

You will all feel more at ease if you have laid out clearly what each of you is to do and when. There is a blank detailed outline form in the back of the guide for you to photocopy and use.

After the first day, you will realise the importance of meeting together between each day of the course - there are probably lots of positive surprises in store for you. It is likely that the team will need to adjust some of the plans for the second and third days - perhaps change the order in which things are presented, or decide to spend more time on one topic and leave out another all together. Do whatever seems to fit the people on the course. TRUST YOUR OWN JUDGEMENT.

It is wise to number the flipchart pages you use to write down what people say each day. It helps to use a colour that has not been used for anything else. This makes it easier for the person who types what happened and what was said on the course (feedback). Be sure to include names and addresses of everyone so that they can stay in touch with each other.

Provide feedback in whatever way participants want. Before the course ends, ask how many people prefer printed feedback or a cassette tape. You will also probably want to ask for volunteers who would like to help with another course in the future.

Now go and have a cuppa or a pint and congratulate yourselves on a job well done!!!

SECTION 12

Looking back and looking ahead -evaluation

Looking back and looking ahead -evaluation

This is the fifth stage:

Discuss what happened on the course, what went well and what did not, how it seemed to affect people who attended, and what you might do differently next time - all these are part of the evaluation of the course. Evaluation just means looking at what you have already done and deciding whether you would do it again.

Some planning teams make the mistake of thinking evaluation is not important or can be done later. It is best to hold the meeting while things are still fresh in your mind. We suggest that you hold the evaluation meeting about your course within two weeks of it finishing.

Questions to ask when evaluating a course

Involvement of service users:

From the very beginning?
Preparing publicity? materials? role play?
Making presentations?
Helping with practical tasks like making tea as well as sharing ideas and making decisions?

Presentation of materials:

Did participants understand what was covered?
Did the course cover what the participants wanted rather than what someone felt they needed?
Styles of presentations - did they vary?
If role plays or exercises used - were they suitable?
Were they appropriate to the age and experience of the participants?
Respond to the need for dignity?
Did they make a point?
Did the participants make the connection between the exercise and anything real in their own lives?
Was enough time allowed to discuss things fully?
Flexibility - did the team change direction if what they had planned did not suit what participants wanted at the time?
Flow of presentations - was material presented in an order that made sense - that felt like one topic was leading into another?

Number of participants:

Was the size of total group correct?
The size of small groups?
Did people choose which small group they wanted to be in or were they told which one to join?
Were there both people who use services and people who provide them on the course?

The overall schedule -

The day of the week?
Beginning and ending times?
The amount of time between days of the course?
Did these work out well or need to be changed?

The time schedule -

The amount of time for presentations?
Breaking into small groups?
Coming back into a large group?
Toilet breaks?
Meals?
Tea?
Did you allow enough time, too little, too much?

Were participants there for the whole course?
If not, did this create a problem?

Publicity:

Was it far enough in advance?
Worded in such a way that people knew what they were letting themselves in for?
Distribution to the hoped-for participants?

Venue:

Was is comfortable?
The right amount of space?
Genuinely accessible?
Easy for people to hear?

Transport:

Convenient?
At the right time?

Food:

Tea and coffee -was it on time?
Lunch - was it good, plentiful and good value?

Cost of the course for participants:

Too much?
Too little?

SECTION 13

Follow on - how to build on this experience

Follow on - how to build on this experience

The sixth and last stage of the whole process is to look at what might follow on from this. Would this course be helpful to a whole new group of people if it were put on again?

HOW CAN YOU BUILD ON THIS EXPERIENCE? Are there other courses which might be helpful to people - perhaps a course on being more assertive or a course on planning for yourself, how to be involved in your own case conference?

The responsibility of this planning team ends HERE. This gives each member of the team a chance to say "I have enjoyed this very much, thanks, but I do not really want to have another one right now."

OR

"I have had such a good time and learned so much that I would like to be part of the next planning team as well."

IT IS EASY TO GET STUCK IN A RUT IF THE SAME PEOPLE PLAN ALL THE COURSES - so be sure to encourage new people to join in with each course your group plans.

WELL DONE EVERYONE

APPENDIX A

EIGHTEEN STEPS TO A BETTER MEETING

Before the meeting

1. Plan the meeting carefully: who, what, when, where, why, how many.
2. Prepare and send out an agenda in advance.
3. Come early and set up the meeting room.

At the beginning of the meeting

4. Start on time
5. Get participants to introduce themselves and state their expectations for the meeting.
6. Clearly define roles (who does what).
7. Review, revise and order the agenda
8. Set clear time limits
9. Review action items from the previous meeting

During the meeting

10. Concentrate on the same problem in the same way at the same time.

At the end of the meeting

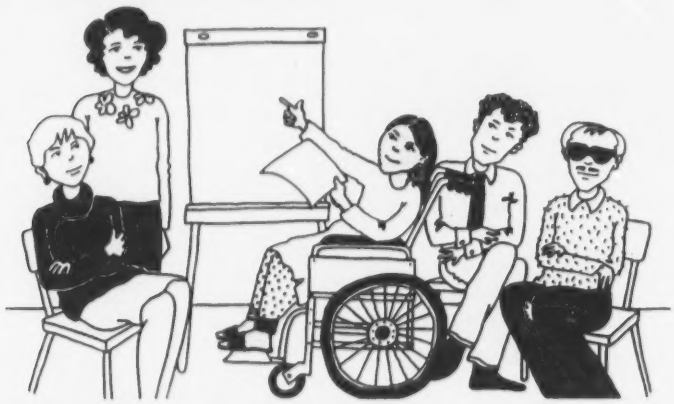
11. Establish action items: who, what, when
12. Review the group notes (feedback)
13. Set the date and place of the next meeting and develop a preliminary agenda.
14. Evaluate the meeting
15. Close the meeting crisply and positively
16. Clean up and rearrange the room

After the meeting

17. Prepare the group notes (minutes of the meeting)
18. Follow-up on action items and begin to plan the next meeting

From "HOW TO MAKE MEETINGS WORK" by Michael Doyle and David Straus, the Berkeley Publishing Group, New York, NY, 1976, pp 289-290.

APPENDIX B



VENUES

Suggestions

Use places where other community groups hold their meetings like:
Community Centres
Leisure Centres
Conference Centres
Church Halls or Meeting Rooms
Guide / Scout Centres

Places to avoid if possible:

Adult Training Centres
Hostels
Hospitals
Day Centres

NEEDS TO BE IN A PLACE WHERE RESIDENTS AND WORKERS ARE NOT MOVED OUT OF THEIR OWN SITTING ROOMS; they rarely have a real choice as to whether part of their home is used by people they do not even know.

Checklist

Things to look for in a venue:

Is it a place where a lot of community groups hold their meetings? A place where people feel comfortable speaking freely about things they do not like or would like to change?

Are toilets, meetings rooms and entry doors accessible to people in wheelchairs? Go and see for yourself in order to avoid nasty surprises.

Is there a room large enough to hold all participants comfortably in your full sessions?

Are there enough rooms / small areas for the small groups to meet?

Is it comfortable? Too warm? Too cold? Seats uncomfortable?

Is it easy to hear each other?

Is it light? Pleasant? Airy?

Will you be able to hold your sessions without lots of noise and interruptions from others using the building?

Will you be able to arrange the chairs in a semi-circle so that everyone will be able to see and hear each other easily?

Questions to ask before booking the venue:

Is it available on the dates and times you want and what is the total cost?

What exactly will you get for your money?

Is a deposit required? Can payment for the use of the venue and for catering for the entire course be made after the course has been completed?

Who is the person you should contact about any questions that may arise?

What are the arrangements and costs for catering / meals? Can you choose the times you want tea / coffee/ meals served, or does your course agenda have to be fitted around a fixed schedule at the venue?

Are there facilities available for making your own tea / coffee or do you have to pay the venue for preparing them? If so what is the cost?

Where will you eat lunch? (Please note - try to avoid having lunch served in the same room where sessions are being held; it cuts into the amount of time for discussions).

Is your group expected to clean up after the lunch and / or do their own washing up after tea or coffee?

What are the rules about smoking at this venue?

Are flip charts, overhead projectors and other types of equipment available there - or do you have to take your own?

Are you allowed to use blu tac, drawing pins to hang up sheets of flip chart paper? Is there any place to hang them?

APPENDIX C

WORKING TOGETHER IN SMALL GROUPS

Small groups and what happens in them is important to whether the course is successful.

The course is designed to be presented to a small group of 12 people, which is ideal; and to a maximum of 15 people. Some planning teams want to take as many as 20 people, but this is really too many if your goal is to help people to speak up for themselves and feel more confident. It is more likely that people will interrupt each other or not talk just one at a time if there are more than 15 people. **The more people there are in the group, the less time there is for each person to speak and the harder it is to get others to listen.**

Have small groups of not more than 3-4 people. This will make it easier for participants to talk about very sensitive issues ----- personal things that really matter to them, like leaving home and having relationships with people. Small groups of 3 or 4 people also makes it easier for those who do not hear well or who have difficulty in telling others how they think or feel, whether they are just shy or find it hard for others to understand their words.

Allow time for people to genuinely choose which groups they prefer! If may take a while for people who are not used to making their own choices, but the purpose of the course is for people to begin to have more control over their own decisions and their own lives. As long as people feel comfortable with each other , groups of different sizes will not matter.

It helps to have at least one person in each group who will write things down or help others to have their say (small group leader).

Small group leaders do not really lead the groups; they make sure that each person gets the chance to say how he/she feels about whatever is being discussed. They need to be good listeners. People who use services are often good small group leaders if they receive appropriate support at first from someone who has experience of leading small groups. Perhaps you will want to work in teams, similar to the way you have co-chaired meetings.

Small group leaders need to receive information ahead of time about what they are expected to discuss or do and the amount of time they will have.

APPENDIX D

POSSIBLE TOPICS FOR THE COURSE

These are just some of the topics which have been covered in courses on speaking up for yourself:

What do we mean when we talk about "Speaking up for Yourself" (Self-advocacy)?

What do you like? Dislike? What makes you cross?

How do you feel about the labels people use when they talk about you or the names they call you?

What are your rights?

What do you have a responsibility to do?

Do you apologise a lot? Why?

How do you feel about the way you live now? - Where you live - With whom - Your social life - Your work - How you travel - Where you travel - Your money - Relationships with other people - Your education - The way decisions are made about your life and your future.
How do you feel about the way other people treat you?

What do you think people expect of you?

What choices would you like to be making for yourself that you do not make now?

What things do you do well? What things would you like to learn to do or be able to do better? What do you want for yourself in the future?

How can you ask for what you want in a way that will help you to get it?

How can you find out who to ask?

Does how you act and how you are dressed make any difference?

Do you want to try some new ways of speaking up for yourself and asking for what you want?

What might go wrong if you start making your own choices? What if other people around you get upset with your choice?

What can you do if something you want might stop someone else from getting what they want?

What if people say "NO" to what you asked? What can you do if you cannot get what you want?

APPENDIX E

PRESENTATIONS

"Presentation" just means telling something to people or giving them information. A person who does this is called a presenter. The reason for making a presentation is to help people see how they can use what they learn on the course to have more control over their everyday lives.

We learn more by doing things ourselves than by listening to others talk about them, so try to think of ways people can practise speaking up for themselves and have more control over decisions which affect them.

Have different kinds of presentations, people are less likely to get bored. Have lots of different presenters - this keeps the attention of the audience and helps a lot of people to learn how to make presentations; it is a good way to build self - confidence.

Different ways of presenting things are:

Use of film or video.

Have some of the presentations done in small groups, especially if they are about sensitive issues.

Some presentations made by people in the group and some by "outsiders".

Ways to get the message across:

- have people act out how they feel, not using any words.
- draw things instead of talking about them.
- interview people instead of asking them to make speeches.
- have a mix of funny things and serious things.
- have people try what it feels like to be the other person
- have a parent be the son and the son be the parent.

Skits can explain what you mean:

- Show 3 different ways you might return something to a shop: one person can be rude and aggressive, one person can be a wimp and apologise a lot, and one person can be assertive and state why he/she wants the item replaced or their money back.
- Show how a tenant and a landlord have a conflict about their rights. Tenant comes home drunk at midnight and plays the stereo loudly, landlord has his business to consider.

APPENDIX F

LEARNING BY DOING

When we are trying to learn how to change the way we act or the way we respond to things, it helps to practise those new skills with other people who are trying to change as well. We can find out what works and what does not, whether we feel comfortable with a new way of doing something and we can get suggestions from other people about how we might do things differently. This might stop us from making a mess of it when we do it for real.

Some things people can practise on the course (exercises)

How to say NO nicely and without feeling guilty.
Some things people can practise saying NO to or things you want people to stop doing:

- Being hurried
- Walking too fast
- Cream cakes
- People smoking
- Being handled in a rough way
- Playing games I do not like

"I have a right to": needs to be almost the first thing you do after an ice-breaker. Once people are aware they actually have rights, it is easier to share things.

"I have a responsibility for": helps people to remember that having rights includes having responsibilities as well.

Practise everyday unpleasant situations in which people find themselves:

- Being bossed about
- Being ignored
- People being rude to you
- Being told off
- People interrupting or not listening to you
- People swearing at you
- People calling you names you do not like
- People not telling you the truth
- Meeting new people and feeling uncomfortable
- Taking things back to the shops
- Turning down an invitation

Give people the chance to practise what they want to say or how to respond in a different way. Other people in the small groups can give tips on what was good or how people might do better.

Change the roles in which people usually find themselves, so they will see what it is like from another person's veiwpoint. For example, let people on the course be the people in power such as managers, psychologists, social workers. People who are usually in positions of power can reverse roles and play the parts of people who live in hostels or attend Adult Training Centres.

APPENDIX G

TIPS TO HELP YOU TO SPEAK UP FOR YOURSELF AND MAKE IT CLEAR WHAT YOU WANT

Know what you want to say
Decide who you should say it to
Decide when is the right time to say it
Decide where is the best place
Think about how best to say it

- Speak as clearly as you can
- Look at the other persons face when you speak
- Watch to see how they respond
- Be clear about what you want; give an example or details
- Ask whether the person understood you

A CHART TO HELP YOU THINK ABOUT HOW TO GET WHAT YOU WANT

If you fill this in, it may help you to ask for what you want.

What I want	Do I have a right to it	What can I do to get it	What might go wrong	Do I still want it
£100 from my savings account	Yes, if I have the money in there	Decide what I want it for	May not have the money in there	
		Tell parents or staff I want the money and why	They may not agree I should use my money this way	YES
			On behaviour modification programme, I have to earn the money	
		Fill in the proper forms	Might fill the forms in wrong	
		Go to where my money is and draw it out		

Sometimes, the rules where you live make it hard to get what you have a right to and something you really want.

APPENDIX H

SAMPLE OF BRIEF COURSE OUTLINE (Agenda)

First Day

10.30	am	Get to know each other; go over what the course is about; talk about why you came (total group)
11.10	am	Break for COFFEE
11.30	am	Video of people speaking up for themselves
11.55	am	What each of you does well (small groups)
12.55	pm	Break for LUNCH
1.45	pm	Have each small group say what they talked about
2.15	pm	Things you do not like or would like to change (total group)
2.30	pm	Taking risks
3.10	pm	Break for TEA
3.30	pm	Time to go home

Second Day

10.30 am Get to know each other all over again; start to talk about "rights" (total group)

11.00 am Break for COFFEE

11.15 am Listen to what your rights are (small groups)

12.15 pm Report from each small group (in total group)

12.55 pm Break for LUNCH

1.45 pm What to do if what you have a right to stops someone else from getting what they have a right to. Talk about responsibilities (skit)

2.05 pm Finding a way to solve the problem (small groups)

2.45 pm Report from each small group (in total group)

3.10 pm Break for TEA

3.30 pm Time to go home

Third Day

10.30 am Get to know each other again; how we can talk to people about things we do not like/would like to change (skit - in total group)

11.10 am Break for COFFEE

11.30 am Practise how to say NO or how to speak up for yourself in different situations (small groups)

12.30 pm Report from each small group (in total group)

12.55 pm Break for LUNCH

1.45 pm What would you like to do in the future (small groups)

2.40 pm Report from small groups (in total group)

3.05 pm What did you like best about the course? Least?
How would you like it to be different it if was offered again? (evaluation in total group)
Who would like to help to plan the next course?

3.15 pm A quick TEA BREAK and farewells

3.30 pm Time to go home; see you next time!!!

APPENDIX I

SAMPLE OF DETAILED COURSE PROGRAMME

DETAILED COURSE OUTLINE

Day and Time	Where	Session Title	Specific Topics to be covered in this Session:	Presenters:	How it will be Presented:	Equipment Needed:	Materials Needed:
14 Sept 10.30am	large hall	opening session	Get to know each other.Go over what the course is about.Tell why we came and what we hope to get out of it. Go over today's agenda.	John and Jane	John will tell people about the course,then ask each person to tell their name and what their favourite food is. Jane will write down why people came to the course.	Chairs in a circle. Today's agenda written on big flip chart paper.	Flip chart stand. Different colours of marking pens.
11.10am 11.30am	dining hall	break for coffee					
	large hall	Speaking up for yourself	What we mean when we talk about self advocacy and making choices.	Barbara and Ann	Watch video of London group.	Check beforehand to see if power points work.	Video,T.V. machine stand and extension lead.
11.55am	Go into small rooms A,B,C.D	Thinking good things about ourselves	Thinking about the good things we do helps us feel more positive and sure of ourselves.	Small group leaders- Ian,Sarah, Robert and Rebecca.	Break into small groups of 3-4 people. The leader can help write down a list of things each person does well and feels good about.	Flip chart pens,paper blu-tack in EACH room for each group.	
12.55pm	dining hall	Break for lunch					

APPENDIX J

DETAILED COURSE OUTLINE

Day and Time	Where	Session Title	Specific Topics to be covered in this Session:	Presenters:	How it will be Presented:	Equipment Needed:	Materials Needed:

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APPENDIX K

SKILLS FOR PEOPLE invite you to a three day course called "SPEAKING UP FOR YOURSELF" which will be held at Heaton Community Centre, Trewitt Road, Newcastle upon Tyne on Tuesdays 18th September; 25th September; 2nd October; 1990. The course will begin at 10.30 am and end at 3.30 pm each day.

Skills for People help adults with physical disabilities or learning difficulties to develop self confidence and speak up for themselves. It also helps able bodied people to become more aware of the day to day problems of disabled people.

This course is about ways in which people can gain confidence in saying what they want, and by "Speaking Up for Themselves" (Self-advocacy) be able to make their own decisions. We will be showing ways of doing this by using role-plays, showing videos, talking in groups and having fun.

If you would like to know more or have any queries please contact: Skills for People, Haldane House, Tankerville Terrace, Jesmond, Newcastle upon Tyne NE2 3AH, Telephone Tyneside (091) 281 8737.

The cost of the course is £5 for people who are unwaged and £10 for people who are waged. This cost is for the whole of the course and includes refreshments and lunch each day.

Please book early by returning the tear-off slip.

"SPEAKING UP FOR YOURSELF" Newcastle upon Tyne Sept/Oct 1990.

Name..... Address .....

Telephone..... .....

.....

Please tick the boxes which apply to you-

I would like to come on the course ☐ I need a special diet ☐

I would like help to arrange transport ☐ I need a signer ☐

I need other help .....
(Please say what other help you need)

I enclose £ payment for the course.
Please send this form to Skills for People, Haldane House, Tankerville Terrace, Jesmond, Newcastle NE2 3HA as soon as possible.

APPENDIX L

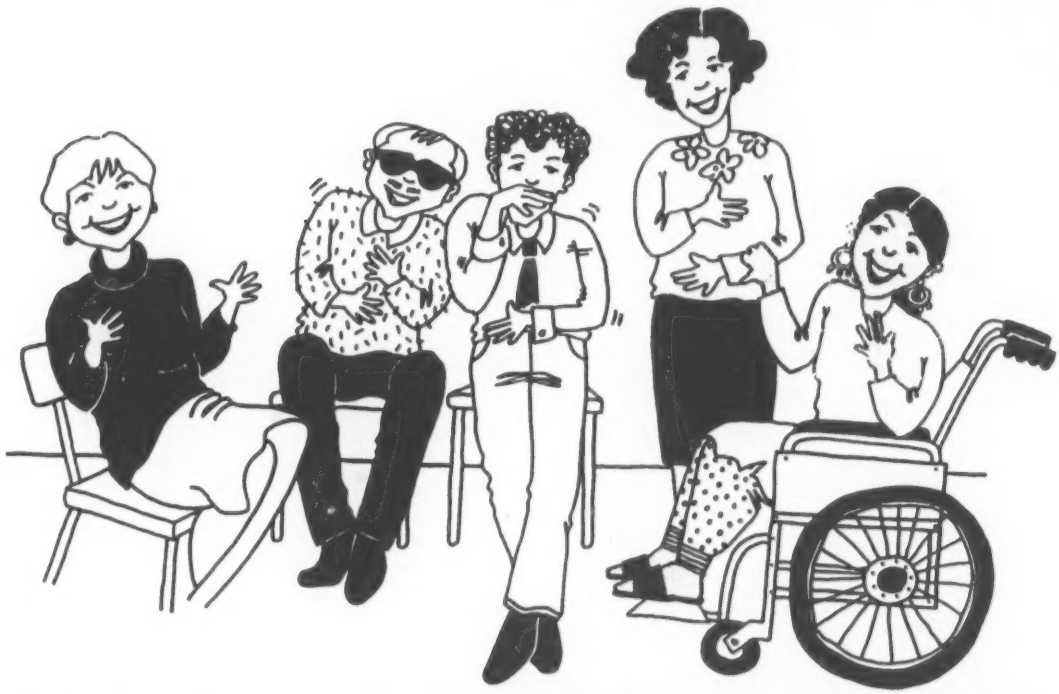
SOME BAD THINGS THAT MIGHT HAPPEN IF THE COURSE IS GOOD

Hopefully, people who attend the course will feel more confident and more able to speak up for themselves, which is a good thing to achieve. Maybe not everyone will agree that this is a change for the better. **Be prepared for some people to be a little unsure or maybe even upset if people start to speak up for themselves more.**

Women who have been on assertiveness training courses are often surprised if their friends and loved ones do not like it when they start to make more decisions for themselves. If people are used to someone acting in a particular way, they sometimes get angry or uncomfortable when that person changes. And people who have learned new ways to have more control over their lives sometimes go over the top with it at first, for example people who have stopped smoking or lost a lot of weight.

If other people have been making decisions which affect the everyday life of someone they care about or feel responsible for, they can become upset and annoyed if that person begins to make his/her own decisions. They might disagree that the decisions are good ones, they might not like losing their power, or they might just feel worried that they are no longer needed. Having someone make their own decisions takes some getting used to.

It is easy to say we want others to become independent, but hard to deal with it when it happens. As a parent, I have mixed feelings when my daughters learn new skills that help them stand on their own feet. For example, I am pleased when they learn how to take public transport themselves - but fret about whether they will get to the bus on time and if they will be safe. It is for me to come to terms with, but it does take time.



Be aware of the highs and lows of going on a course.

Going on a course gives everyone a chance to take time out of everyday routines and helps us to see new ways to sort out problems and this makes us feel good. While we are on the course, it can seem as though all things are possible; we plan to make a lot of changes for the better. There is the kind of positive feeling like we have after a good holiday.

Unfortunately, we often have a let-down feeling after the course ends and we are tempted to go back to our old ways. Many of the people who attend your course may be doing this for the first time, so it will help if you let them know what to expect in terms of their own feelings and the reaction others may have if the course has helped them to speak up for themselves.

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